### Educational Studies

### Course 013

**School Culture, Management and Teachers**

**MAX MARKS – 50**

**INTERNAL – 10**

**EXTERNAL – 40**

**Objective of the course**

This course seeks to provide the student-teachers a framework to understand the functioning of school as an organization and explore possibilities for improving its functioning.

Given the role of school as an instrument of democratic education of the future citizens, to what extent is its own functioning inclusive (gives dignified space for diverse kinds of children from diverse social background and diverse abilities)? To what extent is its own decision making democratic and responsible? This can be done by studying documents relating to the school and also by observing different kinds of schools in the field and their functioning.

The school operates within a constitutional and legal framework. The student teachers need to understand not only the provisions under law and the principles behind them but also be able to critique them and work out alternatives. This course will offer such a possibility.

The answerability of the school has been much under discussion. In the case of public schools, they are not only answerable to the government but also to the parents whose children study in the school. Even in private schools the school has to be answerable not only to the management but also to the parents. What does this answerability mean and how do schools discharge this answerability, are questions that need to be investigated. Student teachers will also be encouraged to investigate why and how answerability structures get weakened. In this context the role of the state and market needs to be problematized. In this context issues like school visioning, leadership, discipline and participative decision making will be explored.

The conditions of teaching as a profession, in terms of qualifications, service conditions, security of tenure, emoluments and perquisites, grievance redressal, professional association, opportunities for knowledge upgrdation, etc. will be discussed in the context of both government and private sectors. The changing context of privatization, casualization, informalisation and loss of control over work within the teaching profession will be studied.

**Unit 1: Framework for understanding school culture**

1. Inclusive school
2. Democratic school
3. School effectiveness studies
4. Mechanisms for coordinated functioning in school

**Unit 2: Legal Framework of schooling in India**

1. Constitutional provisions
2. State government
3. Private management

**Unit 3: Role of parents, community, promoters in school management, Role of children in school management**

**Unit 4: Concept of quality management**

* Classroom management
* Time management
* Management of physical & human resource

**Unit 5: Teacher’s status, service conditions, emoluments, welfare/social security and professional development, teacher accountability and professional ethics.**

**Practicum**

Observation of school functioning – in different settings, government (Central School/Navoday schools, schools run by state government – normal schools, residential schools, pace setter schools) low fee charging private schools, high fee charging private schools, innovative schools etc.

Observation of School Management Committee meetings and records to understand participation of different kinds of members.

Interview with different kinds of teachers to understand their working conditions and problems faced by them.

Readings

1. M Apple, Democratic Schools (yksdrkaf=d ’kkyk)
2. Position Paper: National Focus Group on Systemic Reforms for Curriculum Change, NCERT, 2006
3. Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, 2006
4. S Nurullah and JP Naik, A Student’s History of Education in India, Macmillan,

(Chapter on post independence Constitutional provisions)

1. Right of Children to Free and Compulsory Education Act 2009
2. Shiksha Sanhita, Govt of Chattisgarh.
3. National Commission on Teachers, Report, 1985.